



## MT LEBANON ELEMENTARY

2850 Lebanon Road  
Pendleton, SC 29670

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	452 Students	
<b>Principal</b>	Mona Guy Fleming	864-403-2400
<b>Superintendent</b>	Dr. Lee D'Andrea	864-403-2000
<b>Board Chair</b>	Dr. Ken Lindsey	864-403-2000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Good	At-Risk
2007	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

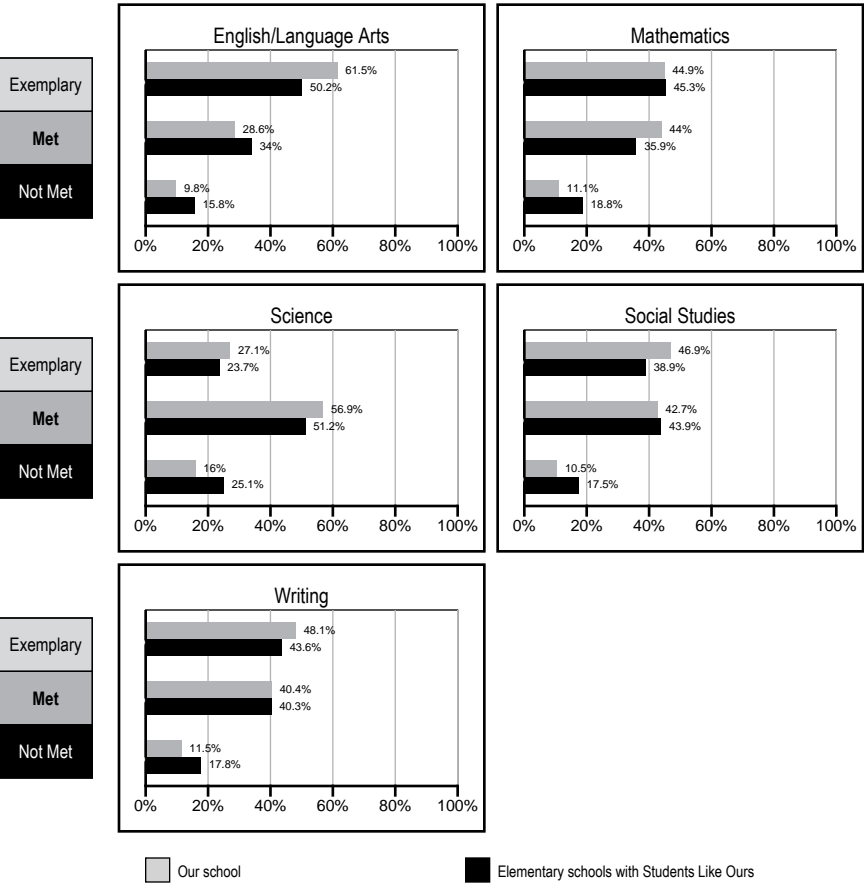
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
30	30	5	1	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=452)				
First graders who attended full-day kindergarten	98.4%	Down from 98.5%	100.0%	100.0%
Retention rate	0.5%	Down from 1.4%	0.8%	1.1%
Attendance rate	96.8%	Down from 99.9%	96.4%	96.2%
Served by gifted and talented program	23.4%	Up from 22.0%	20.1%	13.4%
With disabilities other than speech	3.7%	Down from 6.7%	3.7%	4.1%
Older than usual for grade	0.0%	No Change	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	60.0%	Up from 46.4%	62.9%	62.5%
Continuing contract teachers	90.0%	Down from 92.9%	90.6%	88.2%
Teachers returning from previous year	86.1%	N/A	89.4%	87.8%
Teacher attendance rate	89.5%	Down from 97.2%	95.2%	95.2%
Average teacher salary*	\$46,253	Up 4.3%	\$48,370	\$46,773
Professional development days/teacher	9.4 days	Up from 8.5 days	9.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.8	4.0
Student-teacher ratio in core subjects	18.7 to 1	Down from 19.8 to 1	20.5 to 1	19.9 to 1
Prime instructional time	85.7%	Down from 97.1%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 87.1%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,821	Up 1.5%	\$6,869	\$7,447
Percent of expenditures for instruction**	63.0%	Down from 63.6%	70.3%	68.4%
Percent of expenditures for teacher salaries**	59.9%	Up from 57.9%	69.0%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Our fourth year was another success! We earned a Palmetto Gold Award for our "Excellent" state report card ratings. We celebrated Adequate Yearly Progress. After receiving a visit from the US Department of Agriculture, we placed as Runner-Up in the Recipes for Healthy Kids Challenge. We also began a self-examination of our school program for the Palmetto's Finest Awards application process.

We have three National Board Certified teachers, and for the second year our Teacher of the Year was also named Anderson School District Four Teacher of the Year. Working with Clemson and Anderson Universities, we mentored six student teachers as well as one Clemson Call Me Mister student. Our early childhood teachers received professional training in Wilson Reading Program, and we were selected as a pilot school for the Olweus Bullying Prevention Program.

All students are recognized quarterly for academic growth. Our PE teacher led Wildcat Mentoring, and we utilized the help of volunteers to tutor students. Student activities included Math Olympiads, Chorus, Explore the Arts, Student Council and Sunshine Math. All students wrote books, which were highlighted at our annual Academic Celebration. Other events included Writers' Guild, Science Fair, Arts Day and Math/Science Day. Our Student Council provided Christmas gifts for local foster children and hosted a Father-Daughter Luau and a Mother-Son Dance. PTO hosted a Chili Cook-Off in the fall and May Fest in the spring.

Due to our dedication and our commitment to teaching, learning and nurturing students, we continue to foster our vision to create a school environment that knows no limits to student achievement and success.

Mona Fleming, Principal/Becky Carter, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	76	41
Percent satisfied with learning environment	100.0%	91.8%	92.3%
Percent satisfied with social and physical environment	100.0%	89.3%	90.2%
Percent satisfied with school-home relations	100.0%	89.3%	82.9%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	240	100	9.8	28.6	61.5	92.7	90	82.4	Yes	Yes
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**Gender**

Male	125	100	9.2	30.8	60	91.7	89.4	78.7	N/A	N/A
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Female	115	100	10.5	26.3	63.2	93.9	90.8	86.2	N/A	N/A
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**Racial/Ethnic Group**

White	204	100	8.1	28.3	63.6	93.4	92.4	88.9	Yes	Yes
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African American	30	100	20	30	50	90	84.1	72.9	I/S	I/S
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	90	93	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	63.6	79.3	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	83	I/S	I/S
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**Disability Status**

Disabled	27	100	40.7	55.6	3.7	66.7	63.7	48.1	I/S	I/S
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
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**English Proficiency**

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	56.3	78.3	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	97	100	15.1	32.3	52.7	89.2	86	75.4	Yes	Yes
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**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	240	100	11.1	44	44.9	93.2	90.4	81.9	Yes	Yes
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**Gender**

Male	125	100	10.8	39.2	50	92.5	89.1	79.9	N/A	N/A
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Female	115	100	11.4	49.1	39.5	93.9	91.8	84.1	N/A	N/A
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**Racial/Ethnic Group**

White	204	100	9.6	43.4	47	93.9	92.4	88.9	Yes	Yes
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African American	30	100	16.7	53.3	30	93.3	84.5	71.4	I/S	I/S
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95	94.6	I/S	I/S
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	77.3	81.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4	I/S	I/S
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**Disability Status**

Disabled	27	100	40.7	40.7	18.5	70.4	63.7	47.3	I/S	I/S
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
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**English Proficiency**

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	68.8	81.4	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	97	100	12.9	53.8	33.3	91.4	87.2	74.9	Yes	Yes
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\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	149	100	16	56.9	27.1	84	81	68.6
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**Gender**

Male	76	100	11.1	56.9	31.9	88.9	81.9	68.3
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Female	73	100	20.8	56.9	22.2	79.2	80.1	68.9
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**Racial/Ethnic Group**

White	122	100	12	59	29.1	88	86.5	80.7
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African American	24	100	37.5	50	12.5	62.5	65.6	51.4
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.7	85.3
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Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	50	61.6
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	70.8
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**Disability Status**

Disabled	12	100	50	41.7	8.3	50	49.5	35.7
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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**English Proficiency**

Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	60.7
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**Socio-Economic Status**

Subsidized meals	63	100	23.3	55	21.7	76.7	72.3	57.3
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**Social Studies**

All Students	146	100	10.5	42.7	46.9	89.5	85.3	72.5
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**Gender**

Male	80	100	9	37.2	53.8	91	87.2	72
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Female	66	100	12.3	49.2	38.5	87.7	83.2	73.1
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**Racial/Ethnic Group**

White	128	100	8	41.6	50.4	92	89.4	81
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African American	15	100	20	53.3	26.7	80	73.4	60
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Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	85.7	89
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	47.1	69.6
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American Indian/Alaskan	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	73.5
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**Disability Status**

Disabled	20	100	30	40	30	70	63.9	40.5
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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**English Proficiency**

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	46.2	69.7
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**Socio-Economic Status**

Subsidized meals	57	100	14.3	48.2	37.5	85.7	80.4	62.9
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	54	98.2	9.8	41.2	49	90.2	84.9	73.2	96.8	96.5
Gender										
Male	27	96.3	12.5	33.3	54.2	87.5	80.3	67.2	96.6	96.5
Female	27	100	7.4	48.1	44.4	92.6	89.5	79.4	97	96.5
Racial/Ethnic Group										
White	46	97.8	7	41.9	51.2	93	87.3	81.5	96.8	96.3
African American	6	I/S	I/S	I/S	I/S	I/S	78.6	61.3	97.5	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	97.8	98.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	96.8	97.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	86.7	89.1
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	44.3	26	96	95.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	65.7	95.2	97.4
Socio-Economic Status										
Subsidized meals	25	100	17.4	47.8	34.8	82.6	82.7	63.2	96	96

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	50	100	2	14.3	83.7	98
	4	56	98.2	17.6	25.5	56.9	82.4
	5	85	100	9.6	34.9	55.4	90.4
	6	58	100	11.3	41.5	47.2	88.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	53	100	1.9	20.8	77.4	98.1
	4	55	100	9.4	32.1	58.5	90.6
	5	53	100	15.7	43.1	41.2	84.3
	6	79	100	11.7	22.1	66.2	88.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	50	100	10.2	28.6	61.2	89.8
	4	56	100	15.7	33.3	51	84.3
	5	85	100	22.9	42.2	34.9	77.1
	6	58	100	13.2	37.7	49.1	86.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	53	100	5.7	30.2	64.2	94.3
	4	55	100	13.2	50.9	35.8	86.8
	5	53	100	15.7	37.3	47.1	84.3
	6	79	100	10.4	53.2	36.4	89.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	25	100	8.3	41.7	50	91.7
	4	56	100	19.6	54.9	25.5	80.4
	5	43	100	26.2	42.9	31	73.8
	6	30	100	25.9	51.9	22.2	74.1
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	26	100	7.7	38.5	53.8	92.3
	4	55	100	17	67.9	15.1	83
	5	27	100	19.2	57.7	23.1	80.8
	6	41	100	17.9	53.8	28.2	82.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	25	100	N/A	N/A	N/A	100
	4	56	100	9.8	41.2	49	90.2
	5	42	100	24.4	39	36.6	75.6
	6	28	100	11.5	26.9	61.5	88.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	27	100	3.7	22.2	74.1	96.3
	4	55	100	13.2	47.2	39.6	86.8
	5	26	100	8	32	60	92
	6	38	100	13.2	57.9	28.9	86.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	49	100	6.1	20.4	73.5	93.9
	4	56	100	19.6	21.6	58.8	80.4
	5	86	100	13.1	39.3	47.6	86.9
	6	57	100	9.4	45.3	45.3	90.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	54	98.2	9.8	41.2	49	90.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample